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ABSTRACT

The three chapters of this final report present material from a project to develop individualized instructional materials on operating a small business from the home for home economics related occupations. Chapter 1 includes a review of literature appropriate to the project and provides definitions from the literature (and from interviews) for these terms: entrepreneurship, small business, self-employment, home-based business, and home-based entrepreneurship. The chapter also identifies, from the literature, the contemporary elements that encourage and discourage home-based self-employment. Future issues and prospects for small home-based businesses are identified as well. Chapter 2 discusses home economics occupations that can be developed as small businesses to be operated from within the home. Brief descriptions are provided of the 10 home-based entrepreneurs in occupations related to home economics in central Pennsylvania who were approached to assist with the project. Chapter 3 reviews instructional materials currently available on the topic of home economics entrepreneurship. Appendixes consist of materials relating to the 10 home-based entrepreneurs who were interviewed for the project; i.e.: sample letter, interview schedule, and summary of interviews. (YLB)

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FINAL REPORT

HOME ENTREPRENEURSHIP: THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS IN THE OPERATION OF A SMALL BUSINESS FROM THE HOME

(Contract Number 84-2022)

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and
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THE PENNSYLVANIA STATE UNIVERSITY

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Abstract

94-2022: The Development of Instructional Materials in the Operation of a Small Business From the Home.

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$16,306.00 Federal
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The purpose of this project was to develop individualized instructional materials on operating a small business from the home in home economics related occupations.

Objectives

1. To consult with experts in small business management to identify relevant tasks.
2. To review literature appropriate to the tasks.
3. To develop instructional materials.
4. To submit materials to critique by experts.
5. To refine and disseminate materials.

Outcomes

1. Ten home based business women were interviewed.
2. Literature appropriate to the project was reviewed.
3. A ten-sectioned series of instructional materials were developed and critiqued.
4. The project was presented at The Pennsylvania Vocational Education Conference 1982, and other professional meetings.

Audience

The resulting report and instructional materials are intended for independent study, adult education programs, secondary and/or postsecondary programs, JTPA programs, displaced homemaker programs, and/or special programs for school drop-outs or the handicapped.

Published Materials

- Final Report.
- Instructional Materials.

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The development of this report and instructional materials was supported by The Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of The Pennsylvania Department of Education and no official endorsement should be inferred.

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CHAPTER 1

HOME-BASED SMALL BUSINESS/SELF-EMPLOYMENT

Introduction

The home is increasingly becoming the site of economic activity conducted by one or more family members, who for a variety of reasons, have launched home-based business enterprises. Many of the new home entrepreneurs are women who may be registering a growing disenchantment and impatience with a "male dominated" labor market establishment. Some are persons switching lifestyles in mid-career, who prefer to take their own risks rather than continue in a work organization. And, some entrepreneurs seem to have fallen into their business activities as a natural extension of their roles and interests enacted for self, family, friends, and neighbors. While rationales for self employment and home-based small businesses will be examined later in this chapter, it is already apparent that the upswing in home-based entrepreneurial activity in America now is not prompted by a singular cause, nor is it reflecting a monotoned texture in the lifestyles it engenders.

This project was proposed in early 1981 to explore home-based small businesses in home economics related occupations and to develop individualized instructional materials to enable exploration of such entrepreneurs opportunities and to develop skills for the conduct of small businesses. Such materials are envisioned as appropriate for flexible use in established secondary programs of career exploration and/or occupational home economics. Additionally, such materials are intended for use in collegiate courses, and adult education programs. J.P.T.A. programs, displaced homemaker programs, and/or special programs for school drop-outs, or handicapped learners may also find the materials

to be of value.

Since this project was proposed, much has happened at the state and national levels of government to focus attention upon and offer encouragement to entrepreneurship. On March 23, 1981, a newly inaugurated President Reagan stated, "To revitalize the nation, we must stimulate small business growth and opportunity. Small business accounts for over 60 percent of our jobs, half of our business output, and at least half of the innovations that keep American industry strong." (1) The Commonwealth of Pennsylvania was encouraged by Governor Richard Thornburgh to nurture and stimulate the development and growth of small businesses through education, expert assistance, and by urging financial institutions to make capital loans available to small business entrepreneurs. Additionally, Thornburgh sought to reduce the regulatory and tax burdens confronting small businesses. (2)

Several major projects underway in 1981, have developed instructional materials for entrepreneurship. These materials are introduced in Chapter 3 and represent several diverse approaches to entrepreneur education.

This project explored the small, home-based business experiences of ten women in the Central Pennsylvania area. Interviews conducted with the ten women followed an interview schedule, presented in Appendix B. The interviews are summarized in Appendix C and are credited with providing information for understanding the advantages/disadvantages of home-based small businesses and/or self employment, decision points and skills common to such business activities. The interviews served as a foundation to the development of the instructional materials. The ten businesswomen critiqued the instructional materials for their validity and usefulness.

Definitions

This project crosses the boundaries of several related major concepts: entrepreneurship, self employment, small business, and home-based business. Not all of these concepts in their present definition describe a person who has developed a home economics occupation into a home-based business activity. By examining the literature for definitions of these concepts, and by the exploration of home economics and small businesses presented in Chapter 2, the nature of a home economics, home-based business will be clarified.

Entrepreneurship. In an article on the topic Flexman noted,

> Entrepreneurship is often equated in our minds with small business initiative and management. An entrepreneur is generally considered to be a person who establishes a business enterprise and becomes self-employed. . . They are the ones who make things happen rather than those to whom things happen. They are also the ones who are able to see opportunities or venture possibilities in situations others consider inconvenient or annoying. (3)

Scanlon and Flexman identified eight skills as interacting to define entrepreneurship. The eight skills are (a) inner control, (b) innovation, (c) decision making, (d) human relations, (e) planning and goal setting, (f) reality perception, (g) risk taking, and (h) using feedback. (4) The definition of this concept by the Interagency Task Force on Women Business owners also makes explicit that, "The entrepreneur assumes responsibility not only for the development and management of the enterprise, but also for the risk of gain or loss from the venture." (5)

The term entrepreneur thus emerges from these definitions to describe an individual operating effectively within one's social and economic systems to independently develop a business activity. Moreover, the term entrepreneur appears to be linked to both an aggressiveness and innovative-

ness of style in the enactment of one's business activities.

Small Business. The term small business appears to lack a consensus for its definition. Persons noted,"definitions have been based on the number of employees, the gross income of the firm, the method of ownership and management, and numerous other measures of size and business activity." (6)

Certain characteristics appear to accrue to a business including a seriousness of intent; a planned, systematized activity; and a profit-seeking focus to one's energies. Van Auken and Ireland contend that small businesses are, "responsible for delivering to society quality products and services in a way that does not do damage to any parties." (7) These authors explicate an ethical dimension of social responsibility as relevant to small businesses. They identify socially irresponsible activities as including any of the following:

1. Refusal to adhere to government regulations regarding business conduct.
2. Taking advantage of consumers through deceit, manipulation, or refusal to make good on terms of sale (product servicing, warranties, etc.)
3. Deliberate damaging of the environment via pollution in any form.
4. Deceptive advertising or falsifying information releases.
5. Discrimination against individuals on some basis not concerning direct job performance. (8)

Thus, the action of establishing a business places one in a position of bearing expanded personal responsibilities to the larger social order. It might be argued that the five points of social responsibility for small businesses described by Van Auken and Ireland are equally appropriate values for one's personal conduct regardless of the intended role. Indeed the interdependencies of individuals to their social order encourages the consideration of a code of ethics for deliberated adoption by each person.

Education is generally assigned the responsibility for the socialization and moral development of society's youth and yet, may require some occasional, gentle reminders of this responsibility to revitalize its attentions to this goal. The point is established, nevertheless, that a business activity--small or large--includes an ethical dimension of reasoned concern for the welfare of the total community as an omnipresent component of its enterprise.

Finally, the scope on size of a business enterprise, as noted by Persons (9) defines a relative degree of its magnitude. Small businesses are small because (a) of ownership and management being limited to one or two people, (b) of the lesser number of units produced or clients served, (c) of a smaller amount of work accomplished, (d) of a limited number of employees performing the work, and (e) of a delimited geographical area served by the business as compared with a larger business operation.

Self-Employment. A person who works for oneself is self-employed. A self-employed worker is generally one's own employer and employee. A self-employed individual may enter into an agreement with a work organization for work to be done (e.g. writing a book, washing windows, painting a building, etc.) but the self-employed remains independent of the work organization when the agreement is fulfilled. The term self-employment does not imply a size to the business operation and can encompass complicated enterprises (e.g. inventors) as well as more simple activities.

Dickson (10) identifies three types of self-employed workers. The first is a classification he calls the Traditionalists--persons whose career choice is a traditionally self-employed profession (i.e. doctors,

lawyers, architects, etc.), the second he identifies as Marginalists--persons who are self-employed because of limited skills and options (i.e. street vendors, migrant farm workers, etc.), and the third category he identifies as the Recyclists--persons who made abrupt career changes to self-employment.

Home-Based Business. This term applies as a qualifier to a business operation and identifies the central location of the enterprise as being the place of residence. Home-based businesses have waxed and waned in their appeal as American society developed from a decentralized agrarian culture, to a centralized industrial culture, and now toward a decentralized post-industrial culture. Dickson believes certain values accrue to home-based employment. He describes these values in the following passage.

> Bringing the workplace back into the home opens up the possibility of a more fully integrated life-style, incorporating work, family and community. The home becomes, as it was in pre-industrial days, the focus of life and the worker becomes more concerned with and involved in community interests, the neighbors, and the day-to-day life of family members. All of this could have a long-term positive impact on society--greater community stability, for instance, and decreased alienation and disintegration within the family unit. (11)

Home-Based Entrepreneurship. From the interviews conducted with home-based small businesswomen for this project, (see Appendix B) it became apparent that their business operations had some notable commonalities. (1) the businesses were limited in size to accommodate familial and other roles held by these women; (2) the businesswomen acted as their own bosses and/or supervisors in setting goals and responsibilities for their employment; (3) many of these businesswomen were motivated to pursue a hobby, skill, or interest for profit but appeared to differ in the degree of aggressiveness of their pursuits; and (4) these individuals all maintained

a planful, deliberated protocol toward their businesses although the amount of financial remuneration received from their efforts varied from substantial to minimal. In this latter point, the minimal profit realized by these businesswomen may result in many of these home-based businesses being classified as marginal, or as a component of the shadow economy, rather than legitimate business enterprises contributing to the national economy. Partly this classification of marginal may relate to larger issues of sex discrimination and of American values regarding the propriety of working wives and mothers. (12)

Rationales for Home-Based Self-Employment

The introduction makes explicit that home-based self-employment is a pluralistic phenomena prompted by a variety of reasons, conditions, and factors. This section explores the literature to identify as many of the contemporary elements encouraging home-based self-employment and those which discourage such enterprises.

Home-based self-employment appears to relate to several nomothetic patterns although it is often perceived as an idiographic activity; that is, it is an individualized response to identifiable pressures affecting people's lives to varying degrees. The pressures can coalesce in ways to enable home-based self-employment to emerge as a positive solution to several problems, simultaneously.

The nomothetic pressures identified which encourage small home-based business development include (a) the increase in proportion of working women and a consequential rising expectation that all women should be gainfully employed; (b) economic need heightened by inflation's erosion of families' standards of living; (c) the recent energy crises in which energy fuels increased in cost and decreased in availability; (d) increased

unemployment due to slowdowns in industrial production; (e) the aging population with an increase in the number of elderly persons requiring care; (f) technological advances making computers and sophisticated electronic equipment available for home-based work; (g) an increase in the number of care-dependent persons and a decrease in federal support of community-based social services and (h) encouragement from state and federal governments toward decentralization, reducing regulations, and increasing the availability of capital for small business development.

Negative pressures include (1) the alarmingly high risk of failure associated with small business enterprises; (2) ignorance of business competence in record-keeping, tax liability, management of resources, etc.; (3) concern for the disruption of personal/familial lifestyle routines; (4) negative sanctions from family members, friends, neighbors, etc.; and (5) for persons employed in a work organization the prospect of losing the security of a steady income and the employee benefits can persuasively argue against launching out on one's own.

The factors affecting an individual's decision to pursue a home-based business are laid out in Figure 1 which presents a force field of the advantages and disadvantages identified from the literature. The person considering a home-based business can use Figure 1 to identify which factors apply to his or her situation and embellish each applicable factor with a valance to indicate its value in one's decision making.

- - - - - - - - - - - - - - - - - -
INSERT FIGURE 1 ABOUT HERE
- - - - - - - - - - - - - - - - - -

The forces impacting the decision appear to accrue to two dimensions: the self in the immediate situation and the larger perspective of society. These dimensions are identified in Figure 1.

Figure 1
Advantages and Disadvantages
of a Home-Based Small Business
To Self and To Society

To Self:

Advantages	Disadvantages
(1) Able to seek unique goals that are not possible within work organizations.	(1) Your business will fail if you do not satisfy your customers with the quality of your work (lack of job security).
(2) "Allows the independent worker to acquire 'hands-on' experience in his field, instead of being swamped with details, exposed to only parts and never the whole." (Dickson, 1982, p. 23)	(2) "Benefit Shock" - Benefits for the organizationally - employed have grown considerably in recent years. Persons who leave the organization for self-employment can be distressed by the loss of benefits they have enjoyed.
(3) "Have control over the quality of the work, with no quotas or arbitrary deadlines to meet, no compromise necessary because of the meshing of input from several workers." (Dickson, 1982, p. 23)	(3) Some neighborhoods have zoning laws which prohibit or limit home businesses.
(4) "What you put into it is what you get out of it. Often when you are working as someone else's employee, this is not true." (Dickson, 1982, p. 23)	(4) You must devote time to playing the many roles of an institution--promoter, sales representative, bill collector, accountant, janitor, secretary, etc.
(5) "Work dissatisfaction and life dissatisfaction were practically non-existent among the self-employed." (Dickson, 1982, p. 25)	(5) You experience contradictory concepts of time--when is one on one's own?
(6) Self-employment is especially satisfying to those who do not need supervision and cannot identify with hierarchies. (Dickson, 1982)	(6) You become protective of your time.
(7) "The economic and personal autonomy which is a part of the condition of self-employment allows for a sense of creativity and self-determination." (Dickson, 1982, p. 26)	(7) "The obsessive concern and enormous time demanded by a new business may refocus your priorities, while also affecting your own and others perception of you." (MS, 1976, p. 1)

(8) Gasoline shortages have driven home the fact that other options for one's work-life may exist.

(9) Technology has made sophisticated machines and electronic equipment available to and affordable by the individual when it had once been only the large work organization that could afford this equipment.

(10) "To manage one's own life, to become a whole unto yourself rather than part of a larger whole and to take risks." (Dickson, 1982, p. 25)

(11) No rigid compartmentalization to one's life.

(8) "What you gain in independence, you lose by feeling responsible to so many people." (e.g. supplies, clients, co-workers). (MS, 1976, p. 1)

(9) "The frustrations can be severe." (MS, 1976, p. 1)

(10) "Being totaily responsible for oneself can be . . . demanding." (Dickson, 1982, p. 26)

To Society:

Advantages

(1) Loose organizations are being formed of self-employed persons to obtain benefits not possible otherwise (i.e. medical insurance, etc.).

(2) Self-employment functions as a damper to unemployment. (Dickson, 1982)

(3) Small businesses provide competition to preserve the free enterprise system. (Fanslow and Compton, 1981)

(4) "Small businesses provide the major source of new ideas and inventions in American business." (Fanslow and Compton, 1981, p. 5)

(5) Self-employment and small businesses offer an alternative to the world of large organizations. (Dickson, 1982)

(6) Policy shifts are occuring within the government which are geared to nurturing small business and self-employment. (Dickson, 1982)

(7) Keogh Plans and IRA's allow the self-employed to build an estate for retirement.

(8) Advances in computer technology will eventually enable the decentralization of production. (Toffler, 1981), and of the economic system (Hamilton, 1981)

(9) "The energy-intensiveness of large-scale U.S. mechanized agriculture is becoming increasingly unsupportable; and the depletion of non-renewable natural resources is causing the contraction of heavy manufacturing." (Hamilton, 1981, p. 162)

Disadvantages

(1) "About 50% of all new small businesses fail within the first 1 1/2 years of operation." (Fanslow and Compton, 1981, p. 2)

(2) "The cost of these failures is more than $4,400,000 annually in lost revenue to federal and state governments and in crippling personal liabilities, to say nothing of disrupted communities and families, added unemployment, and damaged spirits." (Kaplan and Bortz, 1981, pp. 109-110)

Future Issues and Prospects for Small Home-Based Businesses

Hamilton (13) in his future forecasting claims that the prospects for small businesses in general are likely to be influenced by several problems. He stated,

> Some commentators on the future urge not only the decentralization of people but also the decentralization of the economic systems that provide their jobs. However, new developments in agriculture and industrial technology and in energy utilization have so far not been explored with the goal of decentralization. (14)
>
> Inflation and unemployment are prominent problems in industrialized nations today and are inextricably connected. . . These twin problems are intensified by a widespread slowdown in the growth of manufacturing productivity. (15)
>
> Future money, energy, and resource shortages will mean that some technologies will be just too expensive to develop. (16)

Hamilton (17) argues that a decentralized society sustained with small-scale technologies employing renewable resources can produce a more frugal lifestyle among the population. Such a lifestyle is believed to decrease the alienation experienced in a large-scale industrial economy; and revitalize family and community bonds. "The simple pleasures of family and friends, the knowledge of a trade, and the comforts of a well-known environment will reappear." (18) Education is challenged by Hamilton to assume a major role in preparing students for the emerging entrepreneurism.

> . . . many Americans are eager to move from large cities to small towns and rural areas, but they lack the vision and the skills needed to create new economic opportunties in these less-developed areas. (19)
>
> Educators should start by promoting the career option of entrepreneurship--the starting and managing of small business ventures--while instilling an accompanying concern in the students for the welfare of the total community as well as one's personal fulfillment. (20)

Presently, self-employment and small businesses comprise about 97% of all unincorporated and incorporated American businesses, grossing more than half of all business receipts and employing more than half of the U.S. labor force. (21)

Predictions for the 1980's are that large numbers of women will enter the self-employed and small business areas of the economy. The tabulations of the Bureau of Labor Statistics are registering the accuracy of these predictions now. (22)

The omens of the future, as read by Toffler (23) and others (24) point to the crumbling of the mass production, energy-intensive work organization because of the growing scarcity of energy, raw materials, and land. These scarcities will create money and resource shortages that predicate a need for other ways to work in industrialized countries. Futurists urge the decentralization of society to revitalize agriculture, disperse industrial activity and develop small-scale businesses and community-oriented artisanship. (25)

Summary

Self-employment and small businesses appear to have an increasingly important role to play in the restructuring of post-industrial societies. For the field of home economics education the ramifications are in two dimensions--first to assist youth and adults in strengthening the interpersonal ties of families and communities for social change, and second to prepare individuals to develop their occupational expertise and options as self-employed/home entrepreneurs.

A project presently underway is funded by the Pennsylvania Department of Education to develop instructional materials on the operation of a small business from the home in home economics related occupations.

The details of home entrepreneurship have been gleaned from an examination of nine such small businesses in central Pennsylvania.

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CHAPTER 2

HOME ECONOMICS AND SMALL BUSINESSES

The field of home economics is generally associated with educational programs to prepare youth and adults for the occupation of homemaking. However, this field also prepares and serves a number of related occupations within the labor force, and indeed, bears an occupational orientation as well as a focus to home and family life. Occupational home economics programs generally have sought to prepare individuals to enter occupations outside the home. Yet, many of the related occupations can be developed as small businesses to be operated from within the home. Figure 2 illustrates a variety of examples of small, home-based businesses which are logical extensions of the home economics subject matter areas.

- - - - - - - - - - - - - - - - - -
INSERT FIGURE 2 ABOUT HERE
- - - - - - - - - - - - - - - - - -

There are some common features about home economics occupations that deserve attention. The first is that jobs which are occupational spin-offs of the homemaking and mothering role have been seriously affected by sex discrimination. Witt and Naherny (1) trace sex discrimination in the development of the Dictionary of Occupational Titles (2) which did not possess the job analysis tools to accurately assess the complexity of these occupations. The results were that all non-degreed, people-oriented women's jobs were coded as requiring little or no skill and, therefore, undeserving of funding for program development, and associated with low salaries. The effects of sex discrimination are illustrated in the following passage from Work Life in the 1980's. (3)

Figure 2

Examples of Home Economics-
Related Small Businesses

Child Development	Nursery School
	Day-Care Center
	Children's Clothing
	Children's Furniture
	Toys
	Babysitting
Food and Nutrition	Catering Service
	Cake Decorating
	Candy Making
	Pie Baking
	Bread Making
	Speciality Foods eg. Ethnic Food
Textiles and Clothing	Custom Tailoring
	Custom Dressmaking
	Custom Costume Making
	Bridal Service
	Alteration Service
	Weaving
	Cloth Designer
Management of Resources	Professional Cleaning Service
	Home Care Service
	Domestic Worker
	Household Repairs

Housing and Home Furnishings

Interior Design Service

Craft Instruction

Upholstery

Antiques

Real Estate

> Eve Johnson, coordinator of women's activities for the American Federation of State, County and Municipal employees, tells this story: a few summers ago, her teen-age daughter took a full-time baby-sitting job, while her teen-age son mowed lawns. He was paid $6 an hour and spent afternoons at the beach. Her daughter made breakfast, cleaned the kitchen, dressed the kids, fed them lunch, took them to Little League games or ran errands, made dinner and put the kids to bed. For this she was paid less than $2 an hour. 'Most people would consider their kids more important than their lawn,' Johnson said. 'But at age 13, my daughter understood her value in the marketplace in relation to her brother.' (4)

The second feature of home economics occupations, particularly those which are derived from homemaking and mothering roles, is that at the paraprofessional level, these occupations have been maintained at a marginal economic level. Families operate as families because the goods and services produced by and for the family are produced for love and welfare of the family members. A profit-motive in economic terms is not easily associated with this work even when an individual is persuaded to produce the goods or services for others beyond the family. Thus, the tradition of these occupations is not a wealthy one in terms of capital. Indeed, the conversion of work performed for love into work performed for money appears to require some realignment of values to the challenge of assessing a monetary valuation to one's efforts. For the unpaid homemaker, this challenge is considerable because of the lack of an economic history to her or his work.

Furthermore, the extensions of these occupations from homemaking in one's home to paid employment frequently follow the natural social networks of one's family wherein one is reluctant, out of social courtesy, to assess a high price to friends, for one's labors. A marginal economic system begins to ripple outward from the family with a tradition that is difficult to change with later clientele, and an economic reality that is difficult to live with in the present.

Cases From The Field

Ten home-based entrepreneurs working occupations related to home economics in central Pennsylvania were approached to assist with this project. Their entrepreneurial occupations represented a range of home economics subject matter areas. They were asked to (1) allow project staff to interview them regarding their business, and (2) agree to review and critique the instructional materials. (See Letter To Consultants, Appendix A).

An Interview Schedule was developed and used in prearranged interviews with each entrepreneur (See Interview Schedule, Appendix B). Additionally, each interview was recorded on a cassette tape to capture and retain information gleaned from the interviews for later use in developing the instructional materials.

When completed, the interviews were discussed by project staff and condensed on a chart for analysis. This chart is presented in Appendix C.

A brief description of each of the ten home entrepreneurs studied is presented below.

Home Entrepreneur A. Mrs. A is an artist whose medium is dye, wax and fabric from which she creates clothing, wall hangings, and home accessories. She is a soft-spoken, attractive middle-aged woman residing in a well-kept, middle-class neighborhood. Her home reflects an exquisite good taste that she expresses through her artistic creations. Mrs. A's studio is in her home; her life is dominated by her art. Mrs. A thinks a home-based business has potential for mid-life career women.

Home Entrepreneur B. Mrs. B is a weaver, probably in her late twenties, with a home-based loom and studio. The neighbors of the modest residential neighborhood in which she resides may regard her business as "quaint" but she takes it quite seriously and regards herself as a professional person. She is very well organized in managing her time and her business. She enjoys expanding her expertise and making new creations on her loom.

Home Entrepreneur C. Mrs. C is employed full-time in another occupation. She operates a used children's clothing shop on her day off. She is part of an extended agrarian family. Her business is located in a charming out-building on the family farm. Someday she may increase the scope of her business activity when she expands the size of her family. She enjoys the opportunities her business extends to her in meeting people with similar interests, and hunting for new acquisitions for her shop.

Home Entrepreneur D. Mrs. D is an attractive, modest woman running a clothing construction and repair business in her elegant home that is comfortably adapted to accommodate her business. She has teenaged children. Her family obligations are important to her, and the business is adapted satisfactorily to fit her family life-style. She enjoys fabric and constructing clothing that will enhance someone's wardrobe. It brings her joy to be able to make something unique for someone, especially for someone who has special needs that are rarely met in buying ready-to-wear clothing.

Home Entrepreneur E. Mrs. E is probably in her early thirties. She is a conscientious young woman with her own preschool children. She operates a child care service in her home. She has made adaptations that comfortably meet the children's needs. Her home is located on a quiet, lightly travelled residential street. Mothering is what she believes she does best after trying other occupations.

Home Entrepreneur F. Mrs. F is a woman perhaps in her fifties who has raised her own large family. Her child care service began when her own children were young. A friend who needed someone to care for her child while she worked launched Mrs. F's career in child care service. Mrs. F thought this activity would be company for her own children, but the business has continued even though the majority of her own children have become adults and no longer live at home.

Home Entrepreneurs G and H. Mrs. G and Mrs. H are both attractive women, good friends, articulate and well educated. They once operated a professional cleaning service that was based in Mrs. H's home. The neighbors of the upper class neighborhood regarded it with some curiosity, perhaps, even with some chagrin. These women had hoped their business would provide work for women in the community who needed it, and be a positive force toward raising society's evaluation of woman's work.

Home Entrepreneur I. Mrs. I operated a professional home management service from her modest home located on the main street of a small town. She is a realistic, well organized, highly motivated young woman who started the business when economic necessity demanded that she support herself and her young son. She was able to fit her business to meet the demands of her life style as a mother of a preschooler.

Home Enterpreneur J. Mrs. J is a young homemaker and mother of young children who operates a cake decorating entreprise from her modest,

rural home. She loves what she does and enjoys the opportunities for personal growth that her business gives her.

References - Chapter 2

(1) Witt, Mary, and Patricia Naherny. Women's Work--Up From .878: Report on the DOT Research Project. University of Wisconsin-Extension, Madison, Wisconsin, January, 1975.

(2) U.S. Department of Labor, Dictionary of Occupational Titles, 4th Edition. Washington, D.C.: U.S. Government Printing Office, 1977.

(3) Editorial Research Reports, Work Life In The 1980s. Washington, D.C.: Congressional Quarterly Inc., 1981.

(4) Op. Cit., p. 43.

CHAPTER 3

INSTRUCTIONAL MATERIALS ON HOME ECONOMICS ENTREPRENEURSHIP

Current interest in educating youth and adults for entrepreneurship is evidenced nationally by the development of a variety of materials to aid this goal. Several of these materials are reviewed in this Chapter to assist educators in their preparations for offering instruction on the topic.

Several major projects have produced extensive instructional materials. PACE: A Program for Acquiring Competence in Entrepreneurship, was published in 1980 by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210, from a grant by the U.S. Office of Education. The materials are a series of units primarily intended for postsecondary and adult learners. The units are organized around three parts: Getting Ready to Become an Entrepreneur, Becoming an Entrepreneur, and Being an Entrepreneur. Each part has a set of units intended to move a learner through the levels of exposure, exploration, and preparation or adaptation. The materials are designed to be aided by an instructor on individually-paced basis but could be used by independent learners who possess the interest and motivation to work through them on their own, unaided by an instructor. The ETC: Entrepreneurship Training Components project published in 1981 is a series of 36 instructional modules for use in the seven major vocational disciplines at the secondary level. The materials were developed, field-tested, and disseminated by a funding contract between the U.S. Department of Education, Office of Vocational

and Adult Education and the American Institutes for Research, Palo Alto, California. Module 1 of these materials is a general unit presenting basic business skills and modules 22 through 26 concern units for occupational home economics. Achieving Success in Small Business: A Competency-Based Educational Program For Persons Interested in Small Business Ownership is a set of 12 modules designed as an individualized program of study for small business owned-managers to develop appropriate competencies. These materials were produced in 1982 by the Virginia Polytechnic Institute and State University, and are available from The Vocational Studies Center, University of Wisconsin-Madison, Publications Unit, 265 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706.

In 1981, Alyce Fanslow and Cheryl Compton produced, Entrepreneurship: A Senior High School Home Economics Career Exploration Unit, from a project of the Iowa State University, Home Economics Education, Agriculture and Home Economics Experiment Station. The material is aimed at the secondary level home economics program and contains 15 lessons with teacher involvement. This material, too, can be adapted for individualized work.

This project entitled Home Entrepreneurship: The Development of Individual Instructional Materials in the Operation of a Small Business from the Home, contains ten sections.

- Section I, Exploring a Home Based Home Economics Related Business
- Section II, Planning Your Home Based Business
- Section III, Legal Considerations
- Section IV, Money to Start: Where Do You Find It?
- Section V, Organizing the Work of Your Business
- Section VI, Purchasing Necessary Supplies
- Section VII, Setting Prices for Your Home Based Business
- Section VIII, Financial Record Keeping
- Section IX, Advertising and Selling
- Section X, Evaluation of Your Business

The ten instructional sections are intended for individual use whether in conjunction with an educational program or in solo. They are presented as an intact portion of this report, following the appendices.

APPENDICES

A -- Sample Letter to Consultants

B -- Interview Schedule

C -- Summary of Interviews

APPENDIX A
Sample Letter to Consultants

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

January 22, 1982

The Department of Home Economics Education at The Pennsylvania State University is conducting a project this year to develop instructional materials on the operation of a small business in a home economics occupation from the home.

You have been recognized as an individual with expertise in the operation of such a small business from the home. We, therefore, are requesting that you serve as a consultant to this project. Your services would entail (1) an interview in your home by the project staff concerning your business (how it was begun, how you manage it, the tasks it involves, and your appraisal of its rewards and pains). This is estimated at requiring roughly one hour of your time sometime during the next month; and (2) your critical review of the instructional materials to be developed. These should be available around the end of March.

For your services, we can offer you our hearty thanks and an honoraria of $100. Additionally, your experiences would become the substance of educational materials.

If you are willing to serve as a consultant to this project, please sign both copies of this letter, retain a copy and return the other copy to us. We will contact you soon for a date for the interview. The interview will be tape-recorded for our project records.

Sincerely,

Susan F. Weis
Project Director
Associate Professor

Kay O'Brien
Project Assistant

SFW:KO:mas

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

APPENDIX B

INTERVIEW SCHEDULE: OPERATION OF A SMALL BUSINESS FROM THE HOME

NAME: _____

OCCUPATION: _____

1. How did you get your business started? (What motivated you, how did you choose to do this?)
2. What work do you do to operate this business from your home?
3. Did you need money to get started? What source did you utilize to supply needed starting capital?
4. What sources (resources) do you tap for needed help, expertise and information?
5. Do you read business publications? Which ones?
6. What personal qualities (strengths) do you think you need to successfully run a small business?
7. In what ways does your family accommodate this business? How supportive are they?
8. What background, experience, credentials, education do you have to undertake this business?
9. What is involved in <u>managing</u> this business? How formal?

Taxes	Planning	Employees
Records	Business Contracts	Hiring
Supply and inventory	Customer relations	Supervision

10. How do you advertise (publicize) yourself (product, service, etc.)? What selling techniques do you use?
11. How do you decide to set prices? How do you figure profits?
12. How do you keep up-to-date with customer trends, demands, tastes, preferences?
13. What satisfactions do you derive from your business?
14. What dissatisfactions are associated with your business?
15. How well does your home, neighborhood and community accommodate your business? (Clientelle, zoning, laws, etc.)
16. What goals have you set for your business?

APPENDIX C
Summary of Interviews

	Batik Artist - A	Weaver - B	Natural Fiber Children's Used Clothing Shop - C	Seamstress - D
1) Start of business	Lifelong artistic interest; gradually phased into it after stopped teaching	Lifelong interest in needlework; began business in studio in Naples Mill School, N.Y.; took business home when could not meet rent; husband transferred to State College	Idea; had an ambition to start a natural fiber children's used clothing shop; shop area available in barn of family farm	General outgrowth of lifelong interest in sewing; people asked her to make/alter clothing
2) Starting capital	Borrowed $500. for starting operating capital	Never took a loan; had her own loom	No initial investment; outgrowth of going to garage sales; had built up stock over 6 year period	No initial investment; had sewing machine; gradually has built up a supply of interfacings, sewing needs and findings
3) Sources help expertise information Business publications	Art Craft School Arrowmont, Tennessee; Steven Blumrich. Journals: Surface Design, American Crafts Council Booklets & Magazines (Business information) Central PA Guild of Craftsmen	Other crafts people; Crafts Journal; small business management course; accounting course; marketing workshop	Small business workshop through extension service; visits other second hand operations and garage sales	Sewing Handbook/Manual; Vogue Pattern Magazine; courses in adult ed. sewing and tailoring; reliable people - fabric stores
4) Personal strengths	Perseverance; make a schedule-stick to it; capitalizes on her successes; reworks a successful theme	Determination, don't give up; organization; open-mindedness; willingness to learn new and different things	Willingness to work in shop on her day off; confidence in her decisions; ability to visualize the business	Enjoys her work; sticks to what is possible; knowing her own capabilities; not being persuaded by customer into doing something not possible; self discipline - stick to schedule - Enjoy it!

	Batik Artist - A	Weaver - B	Natural Fiber Children's Used Clothing Shop - C	Seamstress - D
5) Background Education	Fine Arts Education BA & MA degrees No business education	BSA Weaving Textile Design Studied in Sweden	Researches garage sales; Extension Service Small Business Conference; Natural Child Birth Association affiliation; trained in therapeutic recreation; Director of Senior Citizen's Center	Home Economics - H. S. Adult Education - Basic Sewing & Advanced Tailoring; Alterationist in Bridal Shop; experience
6) Business management a) work	makes batik products to sell; attends shows and festivals; packs and organizes materials and displays; teaches batik classes; works 6 - 8 hrs. daily	40% weaving work production 25% volunteer activities and arts promotion 35% demonstration and business management	Collection of clothing for shop; frequents garage sales, American Rescue and other thrift shops. Painted and put up shelves in old Milk House of barn. Washing, mending and pressing clothing; pricing; works 1 day a week in shop on day off from her regular job	Alterations as well as complete construction of garments. Works 6 - 8 hrs. daily; takes 1 day a week for housework
6) b) records	Records receipts, sales and expenses; keeps record of inventory	Keeps all her own records; records all weavings	Essentially records stock of clothing and what she has done to it. Keeps records of expenses and gasolene mileage	Records purchases for construction of garments for customers and time spent in construction operation
6) c) taxes	No information	Year end inventory for tax purposes; PA sales tax number Files schedule C Fed. Inc. Tax Form; Pay occupational privilege tax	No information	No information

	Batik Artist - A	Weaver - B	Natural Fiber Children's Used Clothing Shop - C	Seamstress - D
6) d) Planning Supplies Inventory	Organizing time for shows; fabrics, dyes, materials, costed in with value of time	Keeps schedule of shows, plans deadlines, sets priorities; keeps supply inventory	At this point has no good records of items collected 6 years ago when collection process began	
6) e) Employees Hiring Supervision	Has hired when necessary, had an apprentice 3 days a week	None	None	None
7) Advertising Publicity	Has developed a brochure; uses guild organizations and shows; has slides and photographs of work; Member Renascence	Mailing list of customers, sends invitations to shows with hand written messages; Member Renascence; participates local craft group, Weaver's Guild Sale; exposes her work at every opportunity provided	Advertises in local newspaper, Childbirth Ed. Assoc. local newsletter, Bargain Sheet; plans an advertising campaign for spring	Word-of-mouth only; has never needed to advertise
8) Price setting	Time involved; selling value of her creativity; selling a part of herself	Finds prices difficult to set; makes sure to get back cost of materials; to make minimum wage prices object out of reach of most customers; aims at $2/hr	Goes for 100% mark-up; prices emotionally, if she likes an item customer will have to pay to get it away from her; takes into account condition of garment, what it would cost new, what it would sell for at garage sales, and prices of other items in that category	Pays herself too little for alterations, found this from consulting alteration price list at dry cleaner; keeps track of time put into garment to make minimum wage; wishes it were possible to consult with other seamstresses for price guidelines

	Batik Artist - A	Weaver - B	Natural Fiber Children's Used Clothing Shop - C	Seamstress - D
9) Responding to customer trends/ demands Customer relations	Responds to the sophisticated customer who is keenly aware of quality and craftsmanship	Tries to keep up with fashion colors through magazines and shop displays	Feels her customer is really the child; concerned with older children's taste and fashion trends; old fashioned clothing only acceptable for babies	Customer supplies fabric and pattern; she supplies notions and interfacings; tactfully brings attention to foreseeable problems; customer expects good looking well made garment; must supply quality fabric for quality garment
10) Home and family accomodations of business	Family has own independent interests; only 1 child; she is free to pursue her art interest; home accomodates business well, bought home with studio accomodation as a priority	Husband is supportive, helps with equipment when necessary and at shows; she sees to it that the business does not make demands on his income; husband tolerates her heavy work loads; home has a studio, good acommodation	Husband and in-laws provided space and helped with shop preparation; former milk house in barn along major highway provides an excellent location	Family tolerates necessary schedule changes and will help out with household work; excellent home accommodation, sewing room adjacent to hall, well equipped for work, fitting and customer reception. Good parking facilities
11) Neighborhood and Community accommodation	Does not feel business infringes on neighborhood; clientele do not usually come to her home; works through consignment with gallaries in New York and Philadelphia; occasionally has students/classes in her home; economic base of community not sufficient to support her quality of products	Does not infringe on neighborhood; customer sales made through shows, shops and fairs; has insurance rider to cover students in classes conducted in her home	Would like to put out a sign, but this would make the business more visible to township authorities, fears zoning regulations	No problems with neighborhood interference; does not intend to hang out a sign; wishes to check into adding a fabric line, wants to see if that would violate township zoning regulations

	Batik Artist - A	Weaver - B	Natural Fiber Children's Used Clothing Shop - C	Seamstress - D
12) Business satisfactions	Loves doing her work; likes working with fabric; likes to sew	Feels she is a professional, takes her work seriously; freedom; management of her own business; setting her own hours and schedule; studying, learning and growing in technique, creating new work	Effort satisfies her selfish needs; likes the identity with her own project; feels she is providing a service to others; likes meeting people who come into shop and share what she enjoys, the feel of natural fibers in used clothing; pleased with how the store looks and the receptivity of her idea; loves to search for clothing; feels this fits in well with a creative family, who each have their own special talents	Self-satisfaction; enjoys customer contacts; enjoys clothing construction; likes being home when children come home from school
13) Business dissatisfactions	Feels dissatisfied with her selling ability; feels a constant struggle to keep her name before the public; dissatisfied with income from sales	Financial dissatisfaction; no steady paycheck for hard work; cash flow problems	Not looking forward to business aspects, details, tax records	No real dissatisfactions; recognizes need to express opinion to customer in the beginning if feels garment will not turn out as customer expects; lack of fabric sources in area
14) Goals	To expand to the point of steady sales but not lose control over business	Has not yet set her goals but wants to spend 40 hours a week working	Wants to maintain business as an interest/hobby--doesn't want it to become "work"; hopes to expand shop in complement to other roles	Self satisfaction and customer satisfaction; toys with the idea of adding fabric sales line to her business
15) Miscellaneous	Has taught classes in public school, adult and continuing education, and through artists guild			

	Child [illegible] - E	Child Care - F	"True Grit" Cleaning Service (former business) - G	"At Your Service" Home Management Service (former business) - H	Cake Decorator - I
1) Start of business	Dissatisfied with part-time job; expensive going to work; friend asked her to take care of her child; needed income; combined caring for her own children with other people's children	Began taking care of a friend's child while she worked; combined raising her own children while caring for other people's children while they worked	Originally conceived of a multifaceted business: catering, child care and cleaning; wanted to tap unused women's work force in State College area as well as provide work for themselves	Necessity--had to support herself and 2 yr. old son after divorce	Always interested in cake decoration, wished to learn; taught herself from supply books and practice on a cookie sheet; relative asked for a birthday cake for son's party, from that orders began to come in
2) Starting capital	None; has gradually built up a supply of toys and equipment built on personal collection for her own children	Minor investment; toys from her own children; food	One partner personally lent the corporation $1000. to begin operation (a corporation formed to protect family holdings) later found it would have been less expensive to form a partnership	$14 to place an ad in local paper; "not much needed, people over-estimate initial investment"	First 2 years baked 200-250 cakes/yr.; minimal initial investment, basic decorator tips and icing bags, mixer is biggest investment; keeps investing in character pans from business proceeds
3) Sources help expertise information Business publications	Child Development Council, Bellefonte-Guidelines; calls other baby-sitters to compare rates and general information and child nutrition; library books and records	Parents/upbringing; Friends/other baby-sitters; experienced in child care; church associates	Yellow pages - Cleaning Co's. Commercial Cleaning Journal; Insurance agent; Lawyer; Accountant; Researched cleaning time and techniques in own homes	Lawyer; Accountant; Wall Street Journal; accounting course	Supply books: Wilton's Yearbook and Maid of Scandanavian; Box News, monthly publication by Maid of Scandanavian
4) Personal strengths	Consistency; routine for children offers security; personality well suited to child care	Understanding; patient; caring; firm; consistent; healthy; physically fit	Get along with partners and employees; trusting; being able to deal with both good and bad employee performance; very hard work; physically demanding	Gutsy; ability to do six things at once; knows herself; tenacious; knows her limitations; attributes have both positive and negative sides; ability to organize; good at trouble-shooting, handling people problems	Imagination; willingness to try something different; likes working with people; being able to expand her acquaintances through contacts made in her business

	Child Care - E	Child Care - F	"True Grit" Cleaning Service (former business) - G	"At Your Service" Home Management Service (former business) - H	Cake Decorator - I
5) Background Education	Common sense; own past experience; her Mother did baby-sitting	Seven children of her own; good organization and management practices	1 - master's credits; 8 yrs. social work exp.; 2 - degree in Education 50 yrs. combined cleaning experience; cognitive, intelligent approach to work; efficiency	Degree teaching Special Education; learned sewing when young; took a bookkeeping/accounting course	Self taught from cake decorating publications practiced on a cookie sheet for a year and a half
6) Business management a) work	Presently cares for six children; provides relaxing atmosphere for children; story, dancing, creative time; meals; diapering; outside activities; routine for children, sense of security; field trips to library	Takes care of five children: 2 full time and 3 part time; provides lunch, lively activities, walks; takes care of children first, full time job	Made up business forms; planning business; supervision of employees; actual cleaning	Seamstress during day; expediter, trouble-shooter, customer relations, needs assessment, handling customer complaints, telephone work, quality control; 3 step process of customer's needs	Bakes novelty cakes, children's cakes, wedding cakes: these take 2 days, 1 day to bake and give basic frosting, 2nd day to decorate; delivery and final decoration at reception hall on day of wedding
6) b) records	Maintains records for tax purposes	Maintains records for tax purposes	Kept own records for awhile, felt needed business expertise, hired an accountant	Accountant suggested keeping a journal of day to day expenses of business operation; understand small business cycles, takes 5 yrs. to get established	Keeps a diary; records name of person, kind of cake ordered and made, time of delivery, price
6) c) taxes	IRS told her she could not deduct business use of home for child care purposes	Records income for tax purposes	Paid corporate tax rate, worker's compensation insurance, social security taxes	Handled by accountant	No information

	Child Care - E	Child Care - F	"True Grit" Cleaning Service (former business) - G	"At Your Service" Home Management Service (former business) - H	Cake Decorator - I
6) d) Planning Supplies Inventory	Has accumulated toys and supplies for children's use. One room fixed up for creative activities	Plans menus for lunch for week as she is doing her food shopping	Kept supplies in her basement of her home. Had a phone answer device	Bought cleaning equipment piece by piece, also painting equipment. Did a promotion campaign every quarter. Sent out a mailer	Investing in character pans, tries to get ideas to utilize pan for other cake styles; example-Superman also useful for Hulk, Spiderman and Batman. Invests in tips. Keeps records of pans. New kitchen being built will have organized area for business. Special storage facilities for decorator tips and decoration
6) e) Employees Hiring Supervision	None	Never leaves children unsupervised. Neighbors will help her in emergencies	Hired employees and paid them; felt need to be on job to supervise; composed a form for interviewing potential employees, ran an ad in paper and held interviewing sessions	Views employees as worst part of business; checks references. Employees liked to stay with her, she handled the problem for them. Hired a supervisor manager for cleaning personnel	Networking arrangement in her general area among cake decorators; referring business to one another they cannot handle at time
7) Advertising Publicity	Word of mouth; newspaper advertising	Has never advertised; only by word of mouth and church associates; clientele comes from recommendation by former customers	Handouts: devised list of services willing to perform; offered free services in promotional offer via mailbox flyer distributed in apartment/development complex; newspaper advertising	Left two business cards at every job; developed her own newspaper ads; worked through personal contacts; promotional campaign every quarter	Has a book of pictures of "different" cakes she has done; donations to local fire dept., ambulance auxiliary, etc. fund raising activities serve as publicizers; has set up display at flea market offering special discount for orders placed that day; has considered calling cards & display at local grocery store

	Child Care - E	Child Care - F	"True Grit" Cleaning Service (former business) - G	"At Your Service" Home Management Service (former business) - H	Cake Decorator - I
8) Price setting	Money is not that great; food costs $1/day/child; competition from people willing to provide free child care service	Takes age of child into consideration; baby takes more care; considers ability to pay; talks price over with parents; considers quantity of food consumed by child	Consulted commercial cleaning journal to aid in setting prices; charge $6/hr. per worker; cleaned own homes to figure amount of time spent; could clean apt. in 1½ hrs.; needed to figure 50% profit	Workers get paid direct by customer; asked what people were willing to pay; sent contactor out to estimate cost; cleaning prices fairly standard	Adds on delivery price: $2/regular cake and $10-15 wedding cake; does not ask for advance or deposit; tops for cakes (wedding) supplied by customer; called professional bakeries for price guidance; figures ingredients and time
9) Responding to customer trends/ demands Customer relations	Sometimes has difficult relationship with parents who lack consideration for her time and commitment to their child	Periodically tries to talk w/parents about how child is doing; keep communication lines open with parents clientele comes from recommendations of former clients	Some customers wanted surrogate family member with whom they can establish a long term relationship; did not know how to deal with a professional cleaner; liked professional cleaner as if invisible; only had 4 to 5 regular customers	Strength of business dependent on customer satisfaction; followed through to be certain of quality performance; wanted customer satisfaction	Cakes for men difficult; has made cakes that look like tractor/trailer, log truck, drag racer, customized for particular customer interest; customer usually tells her what they want or ask if it is possible for her to make what they want; some give her free reign; can only think of 1 dissatisfied customer
10) Home and family accommodations of business	Husband very supportive, acts as back-up sitter in cases of emergency; home accommodation excellent, safe environment, low traffic area, good facilities for child play and creative activities	Husband serves as back-up caretaker; older children also help; works at achieving accord between home and business; discusses business w/family; her own children help with food preparation and housework; good yard for play activity	#1 partner - family very supportive #2 partner - husband willingly offered information, but she felt he was less supportive; her sister found the business difficult to accept #1 partner - had a large area to devote to business activities	When she was a single parent w/preschool age child, the business fit well; her parents supplied moral support; re-marriage put her in new life-style; business could no longer be as well accommodated; had separate study and telephone answering device; home well located for business accessibility	Husband helps her make special boards to support cakes, offers consultation, opinion; especially helpful w/tractor/trailer & truck cakes; small daughter sometimes troublesome wanting a cake for herself; driveway is bad; kitchen in a temporary location while building a new one

	Child Care - E	Child Care - F	"True Grit" Cleaning Service (former business)	"At Your Service" Home Management Service (former business) - H	Cake Decorator - I
11) Neighborhood and community accommodation	Excellent neighborhood accommodation; excellent outdoor activities available; no conflict w/neighborhood	Neighbors supportive of her when needed; neighbors like children	Shock to neighbors of an elegant neighborhood; town not big enough to support the business they envisioned	No conflicts w/neighborhood; legal to operate a business; home location selected for ease of customer access	Location poor: road to home in bad condition; not in a populated center; poor accessibility for customer pick-up, she does not want to deliver; small community--competition keen from other cake decorators in close proximity
12) Business satisfactions	Likes to generate some income for family; glad to provide a relaxed atmosphere for children; self maturation process; likes mothering, likes to see kids maturing in a good environment; feels she has a positive influence in the development of future citizens	Can help husband with family maintenance; has two children in college, likes to feel she is helping out; little lives she is helping to mold for the future	Working together; social contacts; camaraderie	Wanted business to be fun; always glad to hear when customers were satisfied	Likes enlarging her circle of acquaintences; likes the contacts with people her business gives her; control and flexibility of setting her own work schedule; pride in her accomplishments; feels good about the skill she has developed
13) Business dissatisfactions	Parents lack commitment to business aspects of child care services, will break arrangements without notice	Parents don't view child care as a business arrangement (no pay raises); little time for church and community activities	Didn't like attitudes toward work they were doing; incongruity of background and social status to type work they were doing, stereotyped idea of servant doing clean up	Getting into traps, doing a wedding party-fabric didn't suit gown styles, both customers and she unhappy with results	Not any really, minor difficulty keeping youngest child away from cakes especially wedding cakes; busiest time is weekends, sometimes conflicts with family plans

	Child Care - E	Child Care - F	"True Grit" Cleaning Service (former business) - G	"At Your Service" Home Management Service (former business) - H	Cake Decorator - I
14) Goals	To continue after her own children are no longer preschoolers	Maintain a good reputation of care and service to children of people who need me	Wanted to get into catering	Goals were first that business would provide her with income for living; management of her business took a great deal of her time; her business grew & she was able to sell it when she remarried	Short range: get into her new kitchen; long range: increase size of business to someday have a shop of her own
15) Miscellaneous	Adult interaction is minimal for child caretakers--this is a big consideration for a person to take into account when deciding on this business	Good job for women who have small children; finds it rewarding to work at home and care for children; limits the number of children she will take on, to be more effective with those she has; wants to be home when her children return home from school; doesn't have to commute to work--work is brought to her; children get good experience in sharing	To make money for themselves, they felt they would have had to become a commercial cleaning operation or expand the geographical area they would serve	Could not get insurance for workers; Three Step Process 1) Ascertain specific customer needs and preferences for work they want done. Find qualified person to perform work. 2) Call customer at job completion to ascertain satisfaction with work & personnel. Determine if customer liked and trusted person performing task. Make personnel change if customer desires that. 3) Periodically (once a month) check back w/customer to analyze situation. Assures account stability.	Has done cake demonstration at local senior citizen's center; broken arm during third year in business cut into her business; first two years baked 200-250 cakes a year would encourage people to learn a skill and use it, don't be intimidated by lack of formal education.